


No media
No handout

➤ **Preparation:** Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport.

➤ **Materials Needed:** Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

➤ **Introduction:** *Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.*

Key Concepts

- Two Recommended Practices
 - Teaching Phonological Awareness
 - Engaging Students in Interactive and Dialogic Reading
- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children 

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Say: *We have looked at 2 main research-based, instructional practice recommendations for improving the quality of preschool literacy instruction.*

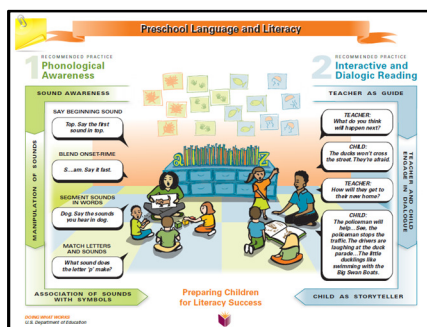
They are:

1. *Teach Phonological Awareness and*
2. *Engaging Students in Interactive and Dialogic reading.*

Using these recommended practices improves the language and literacy skills of preschool-aged children.

These practices are also directly referenced in the Montana Early Learning Guidelines, the Montana Kindergarten Curriculum Standards, the Head Start Child Outcomes and the Montana Literacy Plan.

You can find links to these resources on the Montana OPI Website. The website address will be shown at the end of this powerpoint.



Media: Preschool and Literacy visual diagram (already embedded)
Handout #1: Preschool Language and Literacy visual diagram

Say: *Here is the Doing What Works Preschool Language and Literacy Diagram we have seen before. Look closely at this diagram again.*

- Ask teachers to comment on what they see pictured that is preparing children for Literacy success.
- Let teachers share out.

Closing Reflective Activity

- Pull out your Preschool Next Steps document.
- Find other participants from your center.
- Share with your fellow staff members what you put down as your next steps in the areas of Teach Phonological Awareness and Engaging Students in Interactive and Dialogic Reading.
- Complete the Persons Responsible item and the date you want to have the goal completed.
- Take this sheet with you as a map to improve the instruction in your classroom



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Say:

1. Pull out your Preschool Next Steps document.
2. Find other participants from your center.
3. Share with your fellow staff members what you put down as your next steps in the areas of Teach Phonological Awareness and Engaging Students in Interactive and Dialogic Reading.
4. Complete the Persons Responsible item and the date you want to have the goal completed.
5. Take this sheet with you use as a map with the steps to improve the instruction in your classroom.



Montana OPI Instructional Innovations
website

<http://opi.mt.gov/>

Go to "Programs"

Click on "Instructional Innovations"



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Say: Preschool education is critical for a child's long-term success in school. Research has shown us that preschool children learn foundational pre-reading skills when they have explicit instruction in phonological awareness and are engaged in talking about books and telling stories.

Children learn these skills through a variety of individual and group activities when the instruction is matched to their stage of development. Instruction must be tailored to the way young children learn- which is through active exploration, fun activities, and individual and small group interactions.

Remember that all of the materials and media that you have seen in this training are available on the Instructional Innovations website as well as the Doing What Works website.

Thank you.